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ABSTRACT

This publication contains statewide standards for the barbering program in Georgia. The standards are divided into 12 categories: foundations (philosophy, purpose, goals, program objectives, availability, evaluation); admissions (admission requirements, provisional admission requirements, recruitment, evaluation and planning); program structure (curriculum design, program numbering system, program consistency, exit points, credentials, course code, course consistency, course sequence, electives, course transferability); program evaluation and planning (program evaluation; program planning; enrollment, graduation, and placement levels; attrition levels; student performance); instructional program (course content; course objectives; course instruction; occupation-based instruction; evaluation of students; grading system; laboratory management; equipment, supplies, and materials; physical facility); academic skills (academic requirements); employability skills (job acquisition, job retention and advancement); staff (faculty qualifications and responsibilities); advisory committee (function, membership, meetings); special needs (commitment); equity (commitment); and health and safety (commitment). Each standard consists of these components: standard statement, explanatory comment, and evaluative criteria. (NLA)

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BARBERING
PROGRAM STANDARDS

Developed and Produced
Under Contractual Agreement with

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BARBERING PROGRAM STANDARDS

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ACKNOWLEDGEMENTS

The development of Barbering program standards is a significant step for technical education and economic development in Georgia. These standards represent a statewide commitment to provide consistent, quality technical education, to equip our graduates with the background and skills necessary to meet their individual occupational needs, and to meet the currently expanding needs of the Georgia employment market.

Many people have contributed time, effort, and expertise to the standards development project. The Georgia Board of Technical and Adult Education, the Board's Standards Committee, the standards development committee, and the project staff have worked diligently to make the establishment of these standards a reality. Robert Mabry, Doug Bolen, and Patt Stonehouse of the Georgia Department of Technical and Adult Education have provided direction for the project. Walter Sessoms, in his past role as Board's Standards Committee chairman, contributed leadership, motivation, and insight to the standards project. James Crisp, Coordinator of Educational Programs, has provided invaluable assistance in planning and monitoring the project.

These efforts have been sustained by the commitment of the Board's Standards Committee whose members each brought special concern and expertise to the standards development project. William Wiley, present committee chair, has assumed the leadership role with the energy and integrity that will assure successful progress of the standards development process.

We extend sincere thanks to each member of the Board's Standards Committee below.

Fred Chamberlain
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The Occupational Working Committee, composed of educators from the technical institutes and State Technical Committee members, provided direct technical support and expertise in the development of the program standards. The members of this committee were indispensable in the development of the program standards. We recognize and thank the educators who participated on the Occupational Working Committee.

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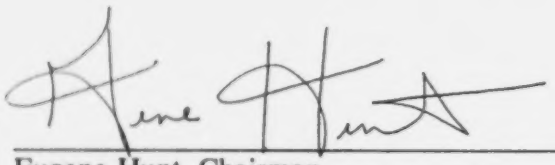

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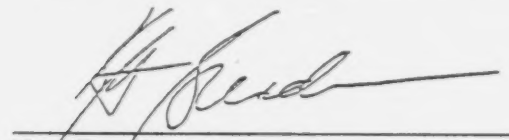

Ken Breeden, Commissioner
Georgia Department of Technical and Adult Education

Special recognition should also be given to the standards development committee who worked to create the Barbering program standards. Without the cooperation of Georgia business and industry representatives who donated their time and energies to the project, these standards would not have been possible. We recognize and thank each member of the Barbering State Technical Committee for their invaluable contribution to the development of the program standards.

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BARBERING PROGRAM STANDARDS

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HOW TO USE THIS MANUAL

Tab Dividers

This document is divided into sections, each section being divided from the others by means of a section-identifier tab. Each section contains standard(s) pertaining to a particular category of standards.

Table of Contents

The Table of Contents lists the tabbed categories of standards plus the title and identifier number for each standard within each tabbed section.

Numbering System

Each standard has a unique six-digit identifier number. The number is divided into three sets of two-digit couplets, each set being divided by a dash.

Example: 03-04-05...

03 indicates standard document #3 (i.e., The Electronic Engineering Standards document).

04 indicates section #4 in the document (i.e., The Program Evaluation and Planning standards section).

05 indicates standard #5 within section four (i.e., The Student Performance standard within the Program Evaluation and Planning standards section).

Finding a Standard

Standard identifier numbers appear in the upper right-hand corner of each page. To find a given standard, refer to the Table of Contents to find the identifier number of the standard of interest, select the appropriate section tab, and find the desired standard within the selected tab section.

Amendments

Registered manual holders are instructed to keep their manuals updated as amendments are disseminated.

Document Transmittal

All new or revised documents are sent to the registered holder of the manual and are recorded on a Manuals Document Transmittal Form. Transmittals are numbered consecutively, and instructions for use are printed on the form.

Amendment Record

The registered holder of the manual records the receipt of all Manual Document Transmittals on the Amendment Record. This record and instructions are found on the reverse side of the manual title page.

BARBERING

FOUNDATIONS
(Philosophy)

Standard Statement

A philosophy statement is developed expressing the beliefs and values that govern the content and conduct of the Barbering program.

Explanatory Comment

A statewide program philosophy statement is developed and provided for the Barbering program. The statewide philosophy statement may be augmented at the local level so that the unique circumstances of the community may be accommodated.

The Barbering program philosophy statement expresses the fundamental educational and occupational principles that guide the instructional process.

Evaluative Criteria

The Barbering program has a clearly defined, written philosophy statement that is reviewed by the program faculty, the administration, and the program advisory committee.

Any addition to the Barbering program philosophy statement is developed by the program faculty, the administration, and the program advisory committee.

The philosophy of the Barbering program is in accordance with the philosophy of the Georgia Board of Technical and Adult Education and reflects the beliefs, values, and attitudes of the institution, the instructional field, the community, and the employment market.

The philosophy of the Barbering program determines the unique role of the program in meeting the technical educational needs of the students, the community, and the employment market.

The philosophy of the Barbering program reflects a desire to achieve educational excellence.

The philosophy of the Barbering program reflects a commitment to meet the needs of business and industry.

BARBERING

The philosophy of the Barbering program includes a nondiscrimination statement pertaining to race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, and economic disadvantage.

The philosophy statement of the Barbering program is approved by the administration of the institution.

BARBERING

PHILOSOPHY

The basic beliefs, attitudes, and concepts that are the foundation of the Barbering program are expressed in the following statements.

Barbering is a program of study which is compatible with the policies of the Georgia Board of Technical and Adult Education and encourages each Barbering program student to benefit and contribute as a partner in the economic development and stability of Georgia. The philosophy of the Barbering program is founded on the value attributed to individual students, the barbering profession, and technical education.

Barbering is a program of study which is consistent with the philosophy and purpose of the institution. The program provides academic foundations in communications, mathematics, and human relations, as well as technical fundamentals. Program graduates are well trained in the underlying fundamentals of barbering and are well prepared for employment and subsequent upward mobility.

The Barbering program is a specialized training program that provides the student with the knowledge and skills to become a competent barber in the modern barbering profession. Skills application plays a vital role in the comprehensive Barbering program. Important attributes of successful program graduates are the ability to pass the Georgia State Board of Barbering examination and the application of knowledge and skills to the work requirement. This profession has experienced rapid expansion and the trend is expected to continue for the foreseeable future.

The program structure acknowledges individual differences and provides opportunities for students to seek fulfillment of their respective educational goals. The program does not discriminate on the basis of race, color, national origin, religion, sex, handicapping condition, academic disadvantage, or economic disadvantage.

To assist each student to attain his or her respective potential within the program, both the instructor and the student incur an obligation in the learning process. The instructor is a manager of instructional resources and organizes instruction in a manner which promotes learning. The student assumes responsibility for learning by actively participating in the learning process.

This is a dynamic field which requires extraordinary attention to current curriculum and up-to-date instructional equipment, materials, and processes. The Barbering program must promote the concept of change as the profession evolves. The need for nurturing the spirit of involvement and lifelong learning is paramount in the barbering profession.

BARBERING

FOUNDATIONS
(Purpose)

Standard Statement

A purpose statement delineating the instructional services which the Barbering program provides is developed and implemented.

Explanatory Comment

A statewide purpose statement is developed and provided for the Barbering program. The statewide purpose statement may be augmented at the local level so that the unique circumstances of the community may be accommodated.

A major purpose of the Barbering program is to meet community and employment market needs for education in the barbering profession.

Evaluative Criteria

The Barbering program has a clearly defined, written purpose statement that is reviewed by the program faculty, the administration, and the program advisory committee.

Any addition to the Barbering program purpose statement is developed by the program faculty, the administration, and the program advisory committee.

The purpose of the Barbering program is in accordance with the purpose of the Georgia Board of Technical and Adult Education and the institution.

The purpose of the Barbering program reflects the values and beliefs expressed in the program philosophy.

The purpose of the Barbering program includes a nondiscrimination statement pertaining to race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, and economic disadvantage.

The purpose statement of the Barbering program is approved by the administration of the institution.

BARBERING

PURPOSE

The purpose of the Barbering program is to provide educational opportunities to individuals that will enable them to obtain the knowledge, skills, and attitudes necessary to succeed in the barbering profession.

The Barbering program provides educational opportunities regardless of race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, or economic disadvantage.

Graduates from the Barbering program are prepared to take the licensure examination of the Georgia State Board of Barbering. Graduates are also prepared for career opportunities as barber/stylists, salon/shop managers, or salon/shop owners.

BARBERING

FOUNDATIONS
(Goals)

Standard Statement

A program goals statement focuses the efforts of the Barbering program.

Explanatory Comment

A statewide goals statement is developed and provided for the Barbering program. The statewide program goals statement may be augmented at the local level so that the unique circumstances of the community may be accommodated.

Goals are broad statements of intent that delineate the achievements the Barbering program seeks to attain. Goals are stated in non-quantifiable terms.

Evaluative Criteria

The Barbering program has a clearly defined, written goals statement that is reviewed by the program faculty, the administration, and the program advisory committee.

Any addition to the Barbering program goals statement is developed by the program faculty, the administration, and the program advisory committee.

The goals of the Barbering program are in accordance with the philosophy and purpose of the program.

The goals of the Barbering program reflect a desire to provide exemplary occupational/technical education.

The goals of the Barbering program reflect a commitment to assisting students to achieve successful employment in the barbering profession.

The goals of the Barbering program are the basis for the development of program objectives.

The goals of the Barbering program include a nondiscrimination statement pertaining to race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, and economic disadvantage.

BARBERING

The goals statement of the Barbering program is approved by the administration of the institution.

BARBERING

GOALS
(Process)

The goals of the Barbering program are to:

1. Provide education which acknowledges individual differences and respects the right of individuals to seek fulfillment of educational needs.

2. Provide an environment which encourages the individual to benefit and contribute as a partner in the economic progress, development, and stability of Georgia.

3. Provide education which develops the potential of each student to become a productive, responsible, and upwardly mobile member of society.

4. Provide quality barbering education in an atmosphere that fosters interest in and enthusiasm for learning.

5. Prepare graduates to function as accountable and responsible members within their field of endeavor.

6. Prepare graduates to function as safe and competent practitioners in the barbering profession.

7. Prepare program graduates with the highest level of competence possible given the constraints of the interests and ability levels of the individual.

8. Provide educational and related services without regard to race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, or economic disadvantage.

9. Foster employer participation, understanding, and confidence in the instructional process and the competence of Barbering program graduates.

BARBERING

FOUNDATIONS
(Program Objectives)

Standard Statement

An objectives statement based on established program goals is developed for the Barbering program.

Explanatory Comment

A statewide objectives statement is developed and provided for the Barbering program. The statewide program objectives statement may be augmented at the local level so that the unique circumstances of the community may be accommodated.

Program objectives are desired program outcomes stated in measurable, temporal, and operational terms.

Evaluative Criteria

The Barbering program has a clearly defined, written objectives statement that is reviewed by the program faculty, the administration, and the program advisory committee.

Any addition to the Barbering program objectives statement is developed by the program faculty, administration, and the program advisory committee.

An essential objective of the Barbering program is to prepare students for successful employment in the barbering profession.

The objectives of the Barbering program stress learning outcomes, efficiency, enrollment, public relations, and other outcomes that impact on program quality.

A major objective of the Barbering program is student achievement of identified exit point competencies.

The objectives of the Barbering program include a nondiscrimination statement pertaining to race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, and economic disadvantage.

The objectives statement of the Barbering program is approved by the administration of the institution.

BARBERING

OBJECTIVES
(Process)

The objectives of the Barbering program are to:

1. Provide current curriculum, instructional materials, and equipment (in accordance with available funding) which teach knowledge, skills, and attitudes appropriate to industry needs.

2. Provide educational facilities which foster learning and provide safe, healthy environments available and accessible to all students who can benefit from the program.

3. Provide academic instruction which supports effective learning within the program and which enhances professional performance on the job.

4. Provide employability skills which foster work attitudes and work habits that will enable graduates of the program to perform as good employees.

5. Nurture the desire for learning so that graduates will pursue their own continuing education as a lifelong endeavor.

6. Provide an educational atmosphere which promotes a positive self-image and a sense of personal well-being.

7. Provide education that fosters development of good safety habits.

8. Provide admission, educational, and placement services without regard to race, color, national origin, religion, sex, age, or handicapping condition.

9. Provide information to the public regarding the program that will facilitate recruitment and enrollment of students.

10. Promote good public relations via contacts and regular communications with business, industry, and the public sector.

11. Promote faculty and student rapport and communications to enhance student success in the program.

BARBERING

FOUNDATIONS
(Availability)

Standard Statement

Written philosophy, purpose, goals, and objectives statements for the Barbering program are made available to the staff of the institution and the general public.

Explanatory Comment

Published Barbering program philosophy and purpose statements are important recruitment tools that help students to select programs that meet their needs.

Evaluative Criteria

The philosophy and purpose statements of the Barbering program are published and made available to the staff of the institution and the general public.

Written goals and objectives are available for the Barbering program.

Barbering program philosophy, purpose, goals, and objectives statements are used by student services personnel to aid in recruiting and placing students.

BARBERING

FOUNDATIONS
(Evaluation)

Standard Statement

The philosophy, purpose, goals, and objectives of the Barbering program are evaluated.

Explanatory Comment

The evaluation of the Barbering program philosophy, purpose, goals, and objectives assists the program in meeting student, community, and employment market needs.

Evaluative Criteria

Formal evaluation of the philosophy, purpose, goals, and objectives of the Barbering program is performed annually and documents input from the program faculty, the administration, and the program advisory committee.

Evaluation of the philosophy, purpose, goals, and objectives of the Barbering program is conducted to assure congruence with changing community and employment market needs and Georgia Board of Technical and Adult Education philosophy and purpose statements.

Evaluation of the philosophy, purpose, goals, and objectives of the Barbering program assesses congruence with the requirements of the designated accrediting agency(ies).

Evaluation processes are designed to consider state evaluation processes and requirements and to verify that the philosophy, purpose, goals, and objectives of the Barbering program are being fulfilled.

Evaluation of the philosophy, purpose, goals, and objectives of the Barbering program results in revision, as needed.

BARBERING

ADMISSIONS
(Admission Requirements)

Standard Statement

Statewide admission requirements are implemented for the Barbering program.

Explanatory Comment

Admission refers to regular admission into a diploma granting program.

Statewide program admission requirements consider state and national occupational licensing and certifying requirements, where applicable.

The institution develops and implements clearly stated diploma program admissions policies and procedures.

Barbering program students are advised that completion of the 7th grade of school instruction is required for certification of registration with the Georgia State Board of Barbering.

Evaluative Criteria

The requirements for admission to the Barbering program are:
a) attainment of 16 or more years of age;
b) achievement of the 7th grade level in reading, English, and math as shown on a statistically validated test; and
c) completion of application and related procedures.

Admission of transfer students to the Barbering program is contingent upon their meeting the following requirements:
a) regular admission and good standing at a regionally accredited diploma or degree granting institution; and
b) proper completion of application and related procedures.

BARBERING

ADMISSIONS
(Provisional Admission Requirements)

Standard Statement

Statewide provisional admission requirements are implemented for the Barbering program.

Explanatory Comment

Provisional admission is granted to qualified students who do not meet the regular admission requirements of the program.

Provisionally admitted students are allowed to take developmental studies courses and/or certain occupational courses as designated in the course sequence standard.

The institution develops and implements clearly stated policies and procedures for entry into diploma programs on a provisional basis.

Evaluative Criteria

Provisional admission to the Barbering program is afforded those students who do not meet program admission requirements but who meet provisional admission requirements.

The requirements for provisional admission to the Barbering program are:
a) attainment of 16 or more years of age;
b) achievement of the 6th grade level in reading, English, and math as shown on a statistically validated test or recommendation by program faculty and designated admissions personnel on the basis of interview and assessment of student potential; and
c) completion of application and related procedures.

All Barbering program students initially admitted on a provisional basis meet regular admission requirements prior to graduation.

Provisionally admitted students whose English, math, and/or reading achievement levels do not meet regular program admission requirements are required to enroll in developmental studies courses approved by the Georgia Board of Technical and Adult Education.

BARBERING

ADMISSIONS
(Recruitment)

Standard Statement

The Barbering program recruitment materials and practices are in the best interests of the students, institution, community, and employment market.

Explanatory Comment

The recruitment effort makes potential students aware of the services provided by the Barbering program and the institution.

The recruitment effort seeks to serve the economic development of the community by affording opportunities to prospective students.

The institution develops and implements a systematic, overall recruitment effort designed to assist students in meeting their occupational needs.

Evaluative Criteria

The recruitment effort assists in maintaining and/or increasing the Barbering program and institution enrollments.

The recruitment effort of the Barbering program includes participation in or assistance with:

a) development and dissemination of informational materials;
b) recruitment activities with other programs within the institution;
c) communication with potential students through contact with employers, secondary schools, organizations, the program advisory committee, and others;
d) promotion of Barbering program awareness among individuals and groups; and
e) consideration of the industrial and business needs of the community and employment market.

All recruitment materials and practices are ethical, equitable, and accurate in the depiction of the institution, the Barbering program, and the potential benefits of program completion.

Barbering students are advised of State Board of Barbering licensing requirements.

A written description of the admission requirements and procedures, tuition fees, and other costs of the Barbering program is made available to potential students.

BARBERING

ADMISSIONS
(Evaluation and Planning)

Standard Statement

An evaluation of the admission requirements of the Barbering program is conducted.

Explanatory Comment

The admission requirements of the Barbering program are compatible with the admissions policies and procedures of the institution.

Evaluative Criteria

Barbering program admission requirements are evaluated annually to assure compliance with Georgia Board of Technical and Adult Education policies and standards and designated accrediting agency requirements.

The administration, with input from the program faculty and advisory committee, conducts an annual evaluation of Barbering program admission requirements to assess their adequacy in meeting the needs of the students, community, and employment market.

The evaluation results are used to modify the admissions procedures of the institution and to suggest Barbering program admission changes to the Georgia Board of Technical and Adult Education, as needed.

BARBERING

PROGRAM STRUCTURE
(Curriculum Design)

Standard Statement

The curriculum of the Barbering program includes four categories of instruction: general core courses, fundamental occupational/technical courses, specific occupational/technical courses, and elective courses.

Explanatory Comment

General core courses and fundamental occupational/technical courses provide the academic and occupational/technical background that supports the specific occupational/technical and electives courses.

Evaluative Criteria

The Barbering program requires student completion of general core courses such as math, language skills, and other courses required by the Georgia Board of Technical and Adult Education.

The Barbering program requires student completion of fundamental occupational/technical courses in introductory concepts, principles, and technologies that provide the foundations for the given occupation and related fields.

The Barbering program requires student completion of specific occupational/technical courses that build on the foundations provided in the fundamental occupational/technical courses.

Barbering program students are offered the opportunity to take state-approved elective courses in order to develop their individual interests.

The curriculum meets state licensing requirements of the Georgia State Board of Barbering.

BARBERING

PROGRAM STRUCTURE
(Program Numbering System)

Standard Statement

A Classification of Instructional Programs (CIP) code is applied to the Barbering program.

Explanatory Comment

Assignment of a statewide CIP code to every diploma/degree program is the basis for consistent program identification.

Evaluative Criteria

The Barbering program is assigned a (PGM) CIP code of (PGM) 12.0402 and is consistent with all other programs throughout the state which have the same (PGM) CIP code.

BARBERING

PROGRAM STRUCTURE
(Program Consistency)

Standard Statement

The Barbering program utilizes essential course components consistent with statewide program requirements.

Explanatory Comment

Programs assigned an identical (PGM) CIP code are consistent statewide.

Graduates from the Barbering program are prepared to take the licensure examination of the Georgia State Board of Barbering. Graduates are also prepared for career opportunities as barber/stylists, salon/shop managers, or salon/shop owners.

Evaluative Criteria

The Barbering program is assigned a (PGM) CIP code of (PGM) 12.0402 and utilizes essential components designated for that program number statewide. Program components include, but are not limited to:

a) Program Title

Barbering

b) Program Description

The Barbering program is a sequence of courses that prepares students for careers in the field of barbering. Learning opportunities develop academic and professional knowledge and skills required for job acquisition, retention, and advancement. The program emphasizes specialized training in safety, sanitation, hair treatments and manipulations, haircutting techniques, shaving, skin care, reception, sales, and management. The curriculum meets state licensing requirements of the Georgia State Board of Barbering. The program graduate receives a Barbering diploma and is employable as a barber/stylist, salon/shop manager, or a salon/shop owner.

BARBERING

c) Essential Courses			Credits
1) Essential General Core Courses			11
ENG	100	English	5
MAT	100	Basic Mathematics	3
PSY	100	Interpersonal Relations and Professional Development	3
2) Essential Fundamental Occupational Courses			29
BAR	100	Introduction to Barber/Styling	3
BAR	101	Introduction to Barber/Styling Implements	2
BAR	102	Science: Sterilization, Sanitation, and Bacteriology	3
BAR	103	Introduction to Haircutting	7
BAR	104	Shampooing	2
BAR	105	Haircutting/Introduction to Styling	4
CBS	101	Introduction to Permanent Waving and Relaxing	2
CBS	102	Introduction to Hair Color	4
CBS	104	Introduction to Skin, Scalp, and Hair	2
3) Essential Specific Occupational Courses			47
BAR	106	Shaving	3
BAR	107	Science: Anatomy and Physiology	5
BAR	110	Haircutting/Styling	4
BAR	112	Permanent Wave and Relaxer Application	3
BAR	114	Skin, Scalp, and Hair	1
BAR	115	Facials and Facial Treatment Procedures	1
BAR	116	Haircutting/Styling	4
BAR	117	Therapeutic Electrical Devices	1
BAR	120	Barber/Styling Practicum/Internship	3
CBS	103	Hair Color	1
CBS	105	Permanent Waving and Relaxing	2
CBS	106	Salon/Shop Management	4
XXX	xxx	Electives	15

BARBERING

d) Program Final Exit Point

Barber/Stylist

e) Credits Required for Graduation

87 minimum quarter hour credits required for graduation

BARBERING

PROGRAM STRUCTURE
(Exit Points)

Standard Statement

The Barbering program faculty documents student attainment of identified exit points.

Explanatory Comment

Exit points are the points within the program at which occupational competencies are achieved to qualify students for an entry level position in their field.

Evaluative Criteria

The faculty of the Barbering program monitors, evaluates, and records student progress towards achieving exit point competency levels.

The final Barbering program exit point, documented by a diploma, is that of barber/stylist.

The institution documents completion of exit points with a transcript.

Graduation from the Barbering program is dependent upon meeting the requirements of the Georgia Board of Technical and Adult Education.

BARBERING

PROGRAM STRUCTURE
(Credentials)

Standard Statement

The achievement of Barbering program graduates and leavers is documented by the institution.

Explanatory Comment

A program graduate is a student who successfully fulfills all program requirements. A program leaver is a student who exits from the program prior to completion of all program requirements.

Course description documents are based on the course title, the essential course description, the essential competency areas taught, and the number of credits awarded as detailed in the program-specific standards and the listing of state-approved electives.

Evaluative Criteria

The institution grants each Barbering program graduate a diploma certifying satisfaction of program requirements.

Upon request, each Barbering program graduate is provided a transcript and course description document detailing courses taken, grades, credits earned, and credential awarded.

Upon request, each Barbering program leaver who has completed one or more courses is provided a transcript and course description document detailing courses taken, grades, and credits earned.

Upon request, each Barbering program leaver who has not completed an entire course is provided a transcript and course description document detailing the course entered and withdrawal.

BARBERING

PROGRAM STRUCTURE
(Course Code)

Standard Statement

A statewide course identification code is applied to each Barbering course.

Explanatory Comment

An alphanumeric identification code is assigned to each course.

All Georgia Board of Technical and Adult Education approved courses are included in the course identification coding system.

Evaluative Criteria

Each course is assigned an alphanumeric descriptor that serves as the statewide course identification code.

The following list contains the Georgia Board of Technical and Adult Education designed course titles and course identification codes of the Barbering program.

BAR	100	Introduction to Barber/Styling
BAR	101	Introduction to Barber/Styling Implements
BAR	102	Science: Sterilization, Sanitation, and Bacteriology
BAR	103	Introduction to Haircutting
BAR	104	Shampooing
BAR	105	Haircutting/Introduction to Styling
BAR	106	Shaving
BAR	107	Science: Anatomy and Physiology
BAR	110	Haircutting/Styling
BAR	112	Permanent Wave and Relaxer Application
BAR	114	Skin, Scalp, and Hair
BAR	115	Facials and Facial Treatment Procedures
BAR	116	Haircutting/Styling
BAR	117	Therapeutic Electrical Devices
BAR	120	Barber/Styling Practicum/Internship
CBS	101	Introduction to Permanent Waving and Relaxing
CBS	102	Introduction to Hair Color
CBS	103	Hair Color
CBS	104	Introduction to Skin, Scalp, and Hair

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CBS	105	Permanent Waving and Relaxing
CBS	106	Salon/Shop Management
ENG	100	English
MAT	100	Basic Mathematics
PSY	100	Interpersonal Relations and Professional Development

BARBERING

PROGRAM STRUCTURE
(Course Consistency)

Standard Statement

Courses assigned a given course identification code are consistent.

Explanatory Comment

Courses assigned the same course identification code are consistent throughout the state.

One quarter equals a minimum of 50 instructional days. One contact hour equals a minimum of 50 minutes of instruction.

One (1) quarter hour credit is defined as follows:

a) class - One contact hour of class per week for the duration of a quarter equals one quarter hour credit; class is defined as instruction which emphasizes group or individualized classroom learning.

b) demonstration laboratory (D.Lab) - Two contact hours of demonstration laboratory per week for the duration of a quarter equals one quarter hour credit; demonstration laboratory is defined as instruction which emphasizes teacher assisted learning activities.

c) practical performance laboratory (P.Lab) - Three contact hours of practical performance laboratory per week for the duration of a quarter equals one quarter hour credit; practical performance laboratory is defined as instruction which emphasizes structured activities requiring the application and practice of occupational competencies.

d) occupation-based instruction (O.B.I.) - Three contact hours of occupation-based instruction per week for the duration of a quarter equals one quarter hour credit; occupation-based instruction is defined as instruction which emphasizes supervised work-experience activities requiring the application of occupational competencies.

BARBERING

Evaluative Criteria

Each course assigned a given course identification code utilizes certain components identical to those designated for that course identification code statewide.

Components designated for each course identification code include:

a) course title;
b) essential course description;
c) essential competency areas taught; and
d) number of quarter hour credits awarded for course completion.

BARBERING

Courses in the Barbering program include:

BAR 100 - INTRODUCTION TO BARBER/STYLING

Introduces the fundamental theory and practices of the barber/styling profession. Emphasis will be placed on professional practices and safety. Topics include: barbering history, personal hygiene and good grooming, personality development, professional ethics, safety, and reception and telephone techniques.

Competency Areas	Hours
- Barbering History	Class/Week - 3
- Personal Hygiene and Good Grooming	Lab/Week - 0
- Personality Development	Credit - 3
- Professional Ethics	
- Safety	
- Reception and Telephone Techniques	

Prerequisite: Provisional admission
Corequisite: PSY 100

BAR 101 - INTRODUCTION TO BARBER/STYLING IMPLEMENTS

Students are taught the fundamentals of each barber/styling implement. Emphasis will be placed on the maintenance and care of each implement. Topics include: nomenclature, types and sizes, proper use and care, and maintenance.

Competency Areas	Hours
- Nomenclature	Class/Week - 1
- Types and Sizes	D.Lab/Week - 2
- Proper Use and Care	Credit - 2
- Maintenance	

Prerequisite: Provisional admission

BARBERING

BAR 102 - SCIENCE: STERILIZATION, SANITATION, AND BACTERIOLOGY

Introduces fundamental theories and practices of bacteriology, sterilization, sanitation, safety, and the welfare of the barber/stylist and patron. Topics include: sterilization, sanitation, safety, bacteriology, and Hazardous Duty Standards Act compliance.

Competency Areas	Hours
- Sterilization	Class/Week - 3
- Sanitation	Lab/Week - 0
- Safety	Credit - 3
- Bacteriology	
- Hazardous Duty Standards Act Compliance	

Prerequisites/Corequisites: BAR 100, BAR 101, ENG 100

BAR 103 - INTRODUCTION TO HAIRCUTTING

Introduces the theory and skills necessary to apply basic haircutting techniques. Safe use of haircutting implements will be stressed. Topics include: preparation of patron, haircutting terminology, safety and sanitation, implements, and basic haircutting techniques.

Competency Areas	Hours
- Preparation of Patron	Class/Week - 5
- Haircutting Terminology	D.Lab/Week - 2
- Safety and Sanitation	P.Lab/Week - 3
- Implements	Credit - 7
- Basic Haircutting Techniques	

Prerequisites/Corequisites: BAR 100, BAR 101, BAR 102, PSY 100

BARBERING

BAR 104 - SHAMPOOING

Introduces the fundamental theory and skills required to shampoo hair. Laboratory training includes shampooing a live model. Topics include: shampoo chemistry, patron preparation, and shampoo procedures.

Competency Areas	Hours
- Shampoo Chemistry	Class/Week - 1
- Patron Preparation	D.Lab/Week - 2
- Shampoo Procedures	Credit - 2

Prerequisite/Corequisite: BAR 103

BAR 105 - HAIRCUTTING/INTRODUCTION TO STYLING

Continues the theory and application of haircutting techniques and introduces hairstyling. Topics include: introduction to styling, client consultation, head and hair analysis, style cutting techniques, and implements for style cutting and tapering techniques.

Competency Areas	Hours
- Introduction to Styling	Class/Week - 1
- Client Consultation	D.Lab/Week - 3
- Head and Hair Analysis	P.Lab/Week - 6
- Style Cutting Techniques	Credit - 4
- Implements for Style Cutting and Tapering Techniques	

Prerequisite/Corequisite: BAR 104

BARBERING

BAR 106 - SHAVING

Introduces the theory and skills necessary to prepare and shave a patron. Simulated shaving procedures will precede practice on live models. Topics include: patron preparation, beard preparation, shaving techniques, once-over shave techniques, and safety precautions.

Competency Areas	Hours
- Patron Preparation	Class/Week - 2
- Beard Preparation	D.Lab/Week - 2
- Shaving Techniques	P.Lab/Week - 2
- Once-Over Shave Techniques	Credit - 3
- Safety Precautions	

Prerequisite/Corequisite: BAR 103

BAR 107 - SCIENCE: ANATOMY AND PHYSIOLOGY

Develops knowledge of the function and care of the scalp, skin, and hair. Emphasis is placed on the function, health, and growth of these areas. Topics include: cells, skeletal system, muscular system, nervous system, circulatory system, and related systems.

Competency Areas	Hours
- Cells	Class/Week - 5
- Skeletal System	Lab/Week - 0
- Muscular System	Credit - 5
- Nervous System	
- Circulatory System	
- Related Systems	

Prerequisite: BAR 102

BARBERING

BAR 110 - HAIRCUTTING/STYLING

Continues the theory and application of haircutting and styling techniques. Topics include: elevation and design cutting, introduction to hairpieces, blow-dry styling, and thermal waving and curling.

Competency Areas	Hours
- Elevation and Design Cutting	Class/Week - 1
- Introduction to Hairpieces	D.Lab/Week - 2
- Blow-Dry Styling	P.Lab/Week - 7
- Thermal Waving and Curling	Credit - 4

Prerequisite: BAR 105

BAR 112 - PERMANENT WAVE AND RELAXER APPLICATION

Introduces a variety of products and live model applications of permanent waves and hair relaxers. Topics include: permanent wave application and hair relaxer application.

Competency Areas	Hours
- Permanent Wave Application	Class/Week - 2
- Hair Relaxer Application	P.Lab/Week - 5
	Credit - 3

Prerequisite: CBS 101

BARBERING

BAR 114 - SKIN, SCALP, AND HAIR

Provides instruction on the theory and application of techniques in the treatment of the skin, scalp, and hair. Emphasis will be placed on work with live models. Topics include: implements, products and supplies, diseases and disorders, corrective hair and scalp treatments, facial procedures and manipulations, and safety precautions.

Competency Areas	Hours
- Implements	Class/Week - 1
- Products and Supplies	P.Lab/Week - 2
- Diseases and Disorders	Credit - 1
- Corrective Hair and Scalp Treatments	
- Facial Procedures and Manipulations	
- Safety Precautions	

Prerequisite: CBS 104

BAR 115 - FACIALS AND FACIAL TREATMENT PROCEDURES

Introduces the theory and skills required in massaging the face, preparing the patron for facial treatment, and giving facial treatments for various skin conditions. Benefits of facial treatments and massage will be emphasized. Topics include: theory of massage, preparation of patron for massage, massage procedures, facial treatment, types of facials, and facial treatment benefits.

Competency Areas	Hours
- Theory of Massage	Class/Week - 1
- Preparation of Patron for Massage	P.Lab/Week - 2
- Massage Procedures	Credit - 1
- Facial Treatment	
- Types of Facials	
- Facial Treatment Benefits	

Prerequisite/Corequisite: CBS 104

BARBERING

BAR 116 - HAIRCUTTING/STYLING

Continues the theory and application of haircutting, styling, and shaving techniques. Topics include: advanced haircutting; use of clippers, shears, and razor; hair chemical texturizing/styling; permanent waving/styling; shaving techniques; and beard trimming.

Competency Areas	Hours
- Advanced Haircutting	Class/Week - 1
- Use of Clippers, Shears, and Razor	D.Lab/Week - 2
- Hair Chemical Texturizing/Styling	P.Lab/Week - 7
- Permanent Waving/Styling	Credit - 4
- Shaving Techniques	
- Beard Trimming	

Prerequisites: BAR 106, BAR 110, BAR 112, CBS 104

BAR 117 - THERAPEUTIC ELECTRICAL DEVICES

Provides instruction in the fundamental theory and practical application of electricity as a tool in barbering. Explores the benefits of electricity for both the barber/stylist and patron. Topics include: safety, tools and equipment, and light therapy.

Competency Areas	Hours
- Safety	Class/Week - 1
- Tools and Equipment	P.Lab/Week - 2
- Light Therapy	Credit - 1

Prerequisites/Corequisites: BAR 114, BAR 115

BARBERING

BAR 120 - BARBER/STYLING PRACTICUM/INTERNSHIP

Provides experience necessary for professional development and completion of requirements for state licensure. Emphasis will be placed on the display of professional conduct and positive attitudes. The requirements for this course may be met in a laboratory setting or in a combination of a laboratory setting and an approved internship facility. Topics include: haircutting/styling, hairstyling texturizing, shaving, beard trimming, thermal waving, hairpiece fitting and styling, safety precautions, and licensure preparation.

Competency Areas	Hours
- Haircutting/Styling	Class/Week - 0
- Hairstyling Texturizing	P.Lab/Week - 10
- Shaving	OR
- Beard Trimming	O.B.I./Week - 10
- Thermal Waving	Credit - 3
- Hairpiece Fitting and Styling	
- Safety Precautions	
- Licensure Preparation	

Prerequisites/Corequisites: BAR 117, CBS 105, CBS 106

CBS 101 - INTRODUCTION TO PERMANENT WAVING AND RELAXING

Introduces the chemistry and chemical reactions of permanent wave solutions and relaxers. Topics include: permanent wave techniques, chemical relaxer techniques, safety procedures, and permanent wave and chemical relaxer application procedures on mannequins.

Competency Areas	Hours
- Permanent Wave Techniques	Class/Week - 1
- Chemical Relaxer Techniques	D.Lab/Week - 2
- Safety Procedures	Credit - 2
- Application Procedures (Mannequin)	

Prerequisites/Corequisites: BAR 107, MAT 100

BARBERING

CBS 102 - INTRODUCTION TO HAIR COLOR

Introduces the fundamental theory of color, predisposition tests, color selection, and color application. Topics include: basic color concepts, skin reactions, the color wheel, and color selection and application.

Competency Areas	Hours
- Basic Color Concepts	Class/Week - 4
- Skin Reactions	D.Lab/Week - 1
- Color Wheel	Credit - 4
- Color Selection and Application	

Prerequisites/Corequisites: BAR 107, MAT 100

CBS 103 - HAIR COLOR

Presents the application of temporary, semi-permanent, and permanent hair coloring products. Topics include: lash and brow tints, coloring products, safety precautions and tests, mixing procedures, and color selection and application.

Competency Areas	Hours
- Lash and Brow Tints	Class/Week - 1
- Coloring Products	P.Lab/Week - 2
- Safety Precautions and Tests	Credit - 1
- Mixing Procedures	
- Color Selection and Application	

Prerequisite: CBS 102

BARBERING

CBS 104 - INTRODUCTION TO SKIN, SCALP, AND HAIR

Introduces the theory, procedures, and products used in the care and treatment of the skin, scalp, and hair. Topics include: anatomy, treatment theory, basic corrective hair and scalp treatments, plain facial, products and supplies, and diseases and disorders.

Competency Areas	Hours
- Anatomy	Class/Week - 2
- Treatment Theory	D.Lab/Week - 1
- Basic Corrective Hair and Scalp Treatments	Credit - 2
- Plain Facial	
- Products and Supplies	
- Diseases and Disorders	

Prerequisite/Corequisite: BAR 107

CBS 105 - PERMANENT WAVING AND RELAXING

Provides instruction in the application of permanent waves and relaxers. Precautions and special problems involved in applying permanent waves and relaxers will be emphasized. Application of perms and relaxers on live models is included. Topics include: timed permanent wave, timed relaxer application, safety precautions, and Hazardous Duty Standards Act compliance.

Competency Areas	Hours
- Timed Permanent Wave	Class/Week - 1
- Timed Relaxer Application	D.Lab/Week - 1
- Safety Precautions	P.Lab/Week - 3
- Hazardous Duty Standards Act Compliance	Credit - 2

Prerequisite: BAR 112

BARBERING

CBS 106 - SALON/SHOP MANAGEMENT

Emphasizes the steps involved in opening and operating a privately owned cosmetology salon or barber/styling shop. Topics include: planning a salon/shop, business management, retailing, public relations, sales skills, and client retention.

Competency Areas	Hours
- Planning a Salon/Shop	Class/Week - 3
- Business Management	D.Lab/Week - 2
- Retailing	Credit - 4
- Public Relations	
- Sales Skills	
- Client Retention	

Prerequisites/Corequisites: BAR 116, BAR 117

ENG 100 - ENGLISH

Emphasizes the development and improvement of written and oral communication abilities. Topics include: basic grammar; language usage; vocabulary; idea development; spelling; outlining; sentence elements; sentence development; paragraph development; revision; listening skills; reading skills; and locating, using, and organizing information. Homework assignments reinforce classroom learning.

Competency Areas	Hours
- Basic Oral Communications	Class/Week - 5
- Listening Skills	Lab/Week - 0
- Basic Grammar and Sentence Skills	Credit - 5
- Paragraph Development	
- Reading Skills	

Prerequisite: Program admission level English and reading competency

BARBERING

MAT 100 - BASIC MATHEMATICS

Emphasizes basic mathematical concepts. Topics include: mathematical operations with whole numbers, fractions, decimals, percents, ratio/proportion, and measurement using common English and metric units. Class includes lecture, applications, and homework to reinforce learning.

Competency Areas	Hours
- Mathematical Operations	Class/Week - 3
- Fractions	Lab/Week - 0
- Decimals	Credit - 3
- Percents	
- Ratio and Proportion	
- Measurement and Conversion	

Prerequisite: Program admission level math competency

PSY 100 - INTERPERSONAL RELATIONS AND PROFESSIONAL DEVELOPMENT

Provides a study of human relations and professional development in today's rapidly changing world that prepares students for living and working in a complex society. Topics include: personal skills required for an understanding of self and others; projecting a professional image; job acquisition skills such as conducting a job search, interviewing techniques, job application, and resume preparation; desirable job performance skills; and desirable attitudes necessary for job retention and advancement.

Competency Areas	Hours
- Human Relations Skills	Class/Week - 3
- Job Acquisition Skills	Lab/Week - 0
- Job Retention Skills	Credit - 3
- Job Advancement Skills	
- Professional Image Skills	

Prerequisite: Provisional admission

BARBERING

PROGRAM STRUCTURE
(Course Sequence)

Standard Statement

The Barbering program requires students to progress through the four instructional course categories in a developmentally valid sequence.

Explanatory Comment

The four instructional course categories are: general core courses, fundamental occupational/technical courses, specific occupational/technical courses, and elective courses.

A developmentally valid instructional sequence is one in which the student acquires prerequisite knowledge and skills before progressing to more advanced studies.

Evaluative Criteria

The Barbering program requires students to complete prerequisite and corequisite courses prior to enrolling in subsequent courses.

Provisions are made for Barbering program students to exempt courses in which they are competent.

The Barbering program complies with the required provisional admission, program admission, and/or program admission level competency prerequisites listed below.

The Barbering program reflects the suggested course prerequisites and/or corequisites listed below.

(In the list below prerequisites are indicated by [P], corequisites are indicated by [C], and prerequisites/corequisites are indicated by [P/C].)

Courses		Sequence
BAR 100	Introduction to Barber/Styling	[P] Provisional admission [C] PSY 100
BAR 101	Introduction to Barber/Styling Implements	[P] Provisional admission
BAR 102	Science: Sterilization, Sanitation, and Bacteriology	[P/C] BAR 100, BAR 101, ENG 100

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BAR	103	Introduction to Haircutting	[P/C] BAR 100, BAR 101, BAR 102, PSY 100
BAR	104	Shampooing	[P/C] BAR 103
BAR	105	Haircutting/Introduction to Styling	[P/C] BAR 104
BAR	106	Shaving	[P/C] BAR 103
BAR	107	Science: Anatomy and Physiology	[P] BAR 102
BAR	110	Haircutting/Styling	[P] BAR 105
BAR	112	Permanent Wave and Relaxer Application	[P] CBS 101
BAR	114	Skin, Scalp, and Hair	[P] CBS 104
BAR	115	Facials and Facial Treatment Procedures	[P/C] CBS 104
BAR	116	Haircutting/Styling	[P] BAR 106, BAR 110, BAR 112, CBS 104
BAR	117	Therapeutic Electrical Devices	[P/C] BAR 114, BAR 115
BAR	120	Barber/Styling Practicum/Internship	[P/C] BAR 117, CBS 105, CBS 106
CBS	101	Introduction to Permanent Waving and Relaxing	[P/C] BAR 107, MAT 100
CBS	102	Introduction to Hair Color	[P/C] BAR 107, MAT 100
CBS	103	Hair Color	[P] CBS 102
CBS	104	Introduction to Skin, Scalp, and Hair	[P/C] BAR 107
CBS	105	Permanent Waving and Relaxing	[P] BAR 112
CBS	106	Salon/Shop Management	[P/C] BAR 116, 117
ENG	100	English	[P] Program admission level English and reading competency
MAT	100	Basic Mathematics	[P] Program admission level math competency
PSY	100	Interpersonal Relations and Professional Development	[P] Provisional admission

BARBERING

PROGRAM STRUCTURE
(Electives)

Standard Statement

Electives are made available for the Barbering program.

Explanatory Comment

Barbering program students are provided opportunities to enroll in state-approved elective courses. Elective courses utilize the following components: course title, essential course description, essential competency areas, and number of credits awarded for course completion.

Required courses for a diploma program are available to other diploma programs as elective courses.

Evaluative Criteria

Electives are established utilizing the following process:

a) The administration of the institution, the program faculty, and the program advisory committee cooperate in establishing and utilizing a system to recommend needed and feasible elective courses;
b) The administration of the institution, the program faculty, and the program advisory committee communicate with the statewide program technical committee and appropriate staff of the Georgia Department of Technical and Adult Education concerning the proposed elective(s);
c) The administration of the institution, the program faculty, and the program advisory committee consider revisions and prepare a final elective course proposal;
d) The administration of the institution presents the elective course proposal to the appropriate staff of the Georgia Department of Technical and Adult Education;
e) The staff of the Georgia Department of Technical and Adult Education reviews the proposal using its established criteria for evaluating elective courses.

Electives are made available for the Barbering program and elective courses are offered as options within the program graduation requirements.

BARBERING

PROGRAM STRUCTURE
(Course Transferability)

Standard Statement

Barbering program courses are transferable on the basis of their course identification code.

Explanatory Comment

Courses assigned identical course identification codes include consistent essential competency areas; therefore, resultant credits are guaranteed transferability between programs and institutions under the jurisdiction of the Georgia Board of Technical and Adult Education.

Courses that do not have an assigned course identification code but include similar essential competency areas are selectively transferable.

Evaluative Criteria

Barbering program courses assigned designated course identification codes are transferable between programs and institutions under the jurisdiction of the Georgia Board of Technical and Adult Education.

Courses taken outside the Georgia Technical and Adult Education system are selectively accepted for transfer on the basis of similarity in competency areas as determined by the Barbering program faculty and admissions officers.

Only those courses in which a grade of C or better was awarded are transferable.

BARBERING

PROGRAM EVALUATION AND PLANNING
(Program Evaluation)

Standard Statement

A written evaluation procedure is developed and implemented for the Barbering program.

Explanatory Comment

Program evaluation procedures vary depending upon the nature of the institution and the program. The administration and program faculty, in association with the program advisory committee, develop and implement program evaluation procedures and data collection techniques that are reasonable and realistic for yearly evaluation purposes.

Barbering program faculty and administrative personnel work together to determine student enrollment, attrition, graduation, placement, and performance levels.

Evaluative Criteria

A procedure for continuous Barbering program evaluation is developed and implemented by the administration of the institution, the program faculty, and the program advisory committee. Formal evaluation of the Barbering program is conducted and documented annually.

The Barbering program evaluation procedure is used to determine the extent to which program goals and objectives are achieved.

The Barbering program evaluation results are used to determine the adequacy of the existing program to meet current occupational needs.

The Barbering program evaluation procedure is used to ascertain the consistency of the philosophy, purpose, goals, and objectives of the program with those of the institution, the Georgia Board of Technical and Adult Education, and the designated accrediting agency(ies).

The Barbering program evaluation procedure includes review of student program evaluations, enrollment, attrition, graduation, placement, and student performance levels.

The Barbering program evaluation procedure includes consultation with the program advisory committee, frequent communication with employers, analysis of placement and follow-up data, and collection of other information to evaluate and document program relevance.

BARBERING

Barbering program evaluation results are used to plan program improvements.

BARBERING

PROGRAM EVALUATION AND PLANNING
(Program Planning)

Standard Statement

A written planning procedure is developed and implemented for the Barbering program.

Explanatory Comment

The Barbering program planning procedure allows responsiveness to the changing needs of the community and employment market.

The Barbering program is evaluated at the institutional level by the students, instructors, program advisory committee, and administration; from this documented data, short-range and long-range program planning is developed.

Evaluative Criteria

A Barbering program planning procedure is developed and implemented by the administration of the institution and program faculty. Formal planning for the Barbering program is conducted and documented annually.

The Barbering program planning procedure utilizes program evaluation results to facilitate provision of program offerings of sufficient quality and scope to meet community and employment market needs.

The Barbering program planning procedure considers recommendations for program and course continuation, addition, deletion, and/or modification based on needs assessment information and input from the administration of the institution, the program faculty, and the advisory committee.

The Barbering program planning procedure considers information from appropriate national, state, and local governmental and non-governmental agencies.

The Barbering program planning procedure considers information such as demographic studies, occupational surveys, current curricula, cost estimates, instructor availability, equipment needs, and projected enrollment figures that include special populations.

The Barbering program planning procedure satisfies the program planning requirements of the designated accrediting agency(ies).

BARBERING

PROGRAM EVALUATION AND PLANNING
(Enrollment, Graduation, and Placement Levels)

Standard Statement

An evaluation of the enrollment, graduation, and placement levels of the Barbering program is conducted.

Explanatory Comment

Acceptable Barbering program outcomes (enrollment, graduation, and placement levels) are identified in the Evaluation, Planning, and Budgeting (EPB) model.

Evaluative Criteria

Annual evaluation of Barbering program enrollment, graduation, and placement statistics is conducted and documented by the administration and program faculty.

Barbering program evaluation findings are compared with acceptable outcome levels designated for state evaluation requirements.

Factors contributing to the outcomes of the Barbering program are identified and analyzed. Where enrollment, graduation, and/or placement levels are unacceptable, appropriate corrective action is taken.

BARBERING

PROGRAM EVALUATION AND PLANNING
(Attrition Levels)

Standard Statement

An analysis of the attrition level of the Barbering program is conducted and used in evaluating and improving the program.

Explanatory Comment

Attrition level is a measure of the number of students who withdraw from a program prior to completion of graduation requirements.

Attrition levels vary from one type of program to another depending on the nature of the program and the student population. The attrition level of the Barbering program is compared with relevant, available national norms and other data.

Evaluative Criteria

Annual evaluation of the attrition level of the Barbering program is conducted and documented by the program faculty.

Factors contributing to the attrition level are identified and analyzed, and appropriate corrective action is taken.

BARBERING

PROGRAM EVALUATION AND PLANNING
(Student Performance)

Standard Statement

An evaluation of the Barbering program is conducted based on student achievement levels.

Explanatory Comment

Achievement levels are evaluated on the basis of verified student performance related to academic knowledge, occupational/technical knowledge, and performance skills.

Student achievement levels for the Barbering program are determined on the basis of student performance data gathered from tests which are locally developed and conducted during each program of study.

Evaluative Criteria

Annual evaluation of Barbering program student achievement levels is conducted and documented by the administration and program faculty.

Factors contributing to student achievement levels are identified and analyzed. Where achievement is low, corrective action is taken to improve the program.

BARBERING

INSTRUCTIONAL PROGRAM
(Course Content)

Standard Statement

The essential content of each Barbering course is consistent statewide for courses having the same course identification code.

Explanatory Comment

Course content is defined in terms of competency areas taught. The program-specific standards of the Georgia Board of Technical and Adult Education detail the essential competency areas for each course identification code.

Evaluative Criteria

The content of each Barbering course having a given course identification code includes, but is not limited to, essential competency areas identified for that course identification code.

Competency areas included in the Barbering course content reflect advances in the subject area and occupational field and respond to student, community, and employment market needs.

The overall content of each Barbering course is consistent with established program goals and objectives.

The content of each Barbering course reflects the state licensing requirements of the State Board of Barbering.

BARBERING

INSTRUCTIONAL PROGRAM
(Course Objectives)

Standard Statement

Each Barbering program course is constructed on the basis of course objectives.

Explanatory Comment

Course objectives are desired student performance outcomes stated in measurable performance terms.

The Barbering program faculty coordinates the planning of course objectives, outlines, and syllabi in an effort to facilitate program efficiency and consistency.

Evaluative Criteria

The objectives of each Barbering course are derived from established program objectives.

Barbering course outlines and lesson plans are based on course objectives.

BARBERING

INSTRUCTIONAL PROGRAM
(Course Instruction)

Standard Statement

Suitable instructional techniques and resources facilitate the fulfillment of Barbering course objectives.

Explanatory Comment

A wide variety of instructional techniques and resources are used to direct student learning experiences.

Evaluative Criteria

Course outlines, syllabi, and group or individual lesson preparations serve to organize instruction in each Barbering classroom and laboratory.

Instructional materials such as competency tests, text books, instruction sheets, audiovisuals, and computer programs are utilized to meet Barbering program goals and objectives and enhance instructional effectiveness.

Teaching methods, materials, and procedures make provisions for individual differences, needs, and capabilities. Opportunities for remediation are provided to students as needed.

Student learning experiences include theoretical instruction and practical application of knowledge. The ratio of theoretical to practical instruction depends on the nature of program competencies.

Student progress is systematically monitored, evaluated, and recorded by the Barbering program faculty as part of the instructional process.

Desirable employability skills are integrated into Barbering course instruction and are modeled by the instructor.

Academic skills are integrated into Barbering course instruction and are modeled by the instructor.

A syllabus which outlines course objectives, requirements, content, and evaluation techniques is made available to students enrolled in each Barbering course.

BARBERING

Instructional methods are evaluated routinely, and evidence of improvement is collected and documented by the Barbering program faculty.

BARBERING

INSTRUCTIONAL PROGRAM
(Occupation-Based Instruction)

Standard Statement

The Barbering program offers effective occupation-based instructional delivery where appropriate.

Explanatory Comment

Occupation-based instructional delivery systems include educational work experiences, internships, practicums, and other specialized and/or innovative learning arrangements.

Diploma programs that require internships, work experience arrangements, and/or other occupation-based instructional experiences do so on the basis of designated essential competency areas and courses for the given program.

Evaluative Criteria

Any internship, on-the-job training arrangement, or other educational work experience that is a Barbering program requirement or elective is:

a) listed as a course having a course identification code;
b) assigned course credit and required tuition;
c) defined by the same requirements for statewide course title, essential course description, and essential competency areas as any other diploma/degree program course;
d) controlled and supervised by the institution, Barbering program faculty, and/or the person designated to coordinate work experience courses; and
e) managed through the use of prescribed individual training plans that detail required student learning and performance objectives and appropriate agreements between institutions and work experience supervisors.

BARBERING

INSTRUCTIONAL PROGRAM
(Evaluation of Students)

Standard Statement

A system for evaluation of students is developed and implemented by the Barbering program faculty.

Explanatory Comment

Evaluation of students is based on tests, observations, records, interviews, homework, projects, and/or other evidence of student performance.

Evaluative Criteria

The Barbering program system for evaluation of students is consistent with institutional grading policies.

The faculty of the Barbering program develops, implements, and disseminates a written system for evaluation of students.

The Barbering program system for evaluation of students reflects the philosophy, purpose, goals, and objectives of the program.

The Barbering program system for evaluation of students requires use of competency-based measures of student performance.

The Barbering program system for evaluation of students requires use of both formative and summative evaluation.

The Barbering program system for evaluation of students includes evaluation and documentation of student achievement in both course specific knowledge and practical application.

The Barbering program system for evaluation of students includes evaluation and documentation of student achievement in the cognitive, affective, and psychomotor domains.

The Barbering program system for evaluation of students is reviewed annually and revised, as necessary.

BARBERING

INSTRUCTIONAL PROGRAM
(Grading System)

Standard Statement

The Barbering program implements statewide grading standards.

Explanatory Comment

Program grading systems vary in detail but are consistent regarding major principles.

Evaluative Criteria

The faculty of the Barbering program develops, implements, and disseminates a written grading system that incorporates statewide grading standards.

The grading system reflects the objectives of the Barbering program.

The grading system of the Barbering program is used to promote student awareness of learning progress.

The grading system of the Barbering program bases grades in occupational courses on documented measures of student knowledge, practical application of knowledge, and employability skills.

The grading system of the Barbering program establishes passing grades that document student achievement of course competencies at levels acceptable for job entry.

The grading system of the Barbering program requires use of a grading scale whereby 90 to 100% is an A, 80 to 89% is a B, 70 to 79% is a C, 65 to 69% is a D, and 0 to 64% is an F.

The grading system of the Barbering program recommends the minimum course grade of C required for progress from specified courses to more advanced courses.

The grading system of the Barbering program is evaluated annually by the program faculty and revised, as needed.

BARBERING

INSTRUCTIONAL PROGRAM
(Laboratory Management)

Standard Statement

A system for instructional laboratory management is developed and implemented by the faculty of the Barbering program.

Explanatory Comment

An established laboratory management system facilitates productive instructional laboratory operation.

Evaluative Criteria

The faculty of the Barbering program develops and implements a written laboratory management system.

The laboratory management system is disseminated to Barbering program students and faculty.

Institutional policies regarding safety, liability, and laboratory operation are reflected in the Barbering program laboratory management procedure.

The Barbering program laboratory management system is consistent with the goals and objectives of the program.

The Barbering program laboratory management system maximizes the instructional usefulness of student laboratory experiences. The laboratory management system is designed to meet student needs in learning program competencies.

The Barbering program laboratory management system complies with and stresses safety practices, requires that safety instruction precede laboratory instruction, and establishes required safety tests.

The Barbering program laboratory management system is developed using input from program faculty, advisory committee members, and, when possible, students.

The laboratory management system is evaluated annually and revised, as needed.

BARBERING

INSTRUCTIONAL PROGRAM
(Live Work)

Standard Statement

The faculty of each Barbering program that includes live work as part of its curriculum develops and implements a written live work system.

Explanatory Comment

Live work is a vital component of many occupational/technical programs and is integrated into the curriculum where specific courses require laboratory experience.

Evaluative Criteria

The faculty of each Barbering program that includes live work as part of its curriculum develops and implements a written live work system.

Information about the live work system of the Barbering program is made available to the entire institution.

The live work system supports and enhances the course curricula. Live work does not replace or interrupt essential course content or sequence and seeks to avoid conflict with community businesses.

The live work system is consistent with the philosophy, purpose, goals, and objectives of the Barbering program.

The live work system details methods for publicizing services, handling customer relations, accounting, assigning work, documenting work, and/or other needed functions.

The live work system is developed by the Barbering program faculty using input from students when possible.

The live work system conforms to institutional regulations and is approved by the school administration.

The live work system conforms to the live work policy of the Georgia Board of Technical and Adult Education.

BARBERING

The live work system is evaluated annually by the faculty of the Barbering program and revised, as needed.

BARBERING

INSTRUCTIONAL PROGRAM
(Equipment, Supplies, and Materials)

Standard Statement

The furnishings, equipment, supplies, and materials for the Barbering program are sufficient, appropriate, and adequately maintained to support safe and effective instruction.

Explanatory Comment

Program equipment, supplies, and materials include items used in a given occupation and items used in the delivery of instruction.

Evaluative Criteria

Current and adequately maintained furnishings, equipment, supplies, and materials are available to meet the instructional goals and performance objectives of the Barbering program.

Students in the Barbering program are helped to develop transferable occupational skills by using instructional equipment, tools, materials, and supplies that are comparable to those currently used in the occupational field. Tools and equipment reflect industry quality standards.

The furnishings, equipment, supplies, and materials used in the Barbering program meet or exceed applicable local, state, and federal health and safety standards.

The Barbering program makes provisions to ensure that all health and safety equipment, machine guards, fixtures, materials, and supplies required by local codes, state law, and professional practice are available and maintained in working order.

The Barbering program requires that applicable personal safety devices, equipment, and supplies are available, utilized, and maintained in working order.

First aid supplies appropriate for the Barbering program are available throughout the Barbering program area.

Barbering program equipment, supplies, and materials are installed, color coded, controlled, ventilated, and/or stored in accordance with applicable health and safety codes.

BARBERING

The Barbering program implements an equipment, materials, and supplies management system that delineates proper procedures for purchasing, maintaining, locating, storing, inventorying, securing, distributing, repairing, replacing, and safely using instructional items.

The Barbering program utilizes its advisory committee and other input in implementing annual evaluation and planning procedures to maintain or improve the adequacy, safety, and management of equipment, materials, and supplies.

BARBERING

INSTRUCTIONAL PROGRAM
(Physical Facility)

Standard Statement

The Barbering program is provided with adequate and appropriate facilities.

Explanatory Comment

The facilities for the Barbering program vary depending on enrollments, learning activities involved, instructional equipment used, indoor and/or outdoor instruction involved, and other factors.

Evaluative Criteria

Space allocations for the Barbering program are appropriate for the number of students enrolled and the type of instructional activity involved.

The physical facilities for the Barbering program are designed to facilitate instructional delivery, allow program flexibility, accommodate instructional management, protect students and staff against safety hazards, protect equipment from loss or damage, provide accessibility to all students, and create a positive atmosphere for effective learning.

The physical facilities for the Barbering program are arranged to separate noise-producing activities from those that require a quiet environment, to expedite student traffic flow, and to prevent disruption of instruction.

Water, electricity, and other utilities are safely and conveniently provided to the Barbering program on the basis of instructional needs.

The Barbering program is provided with lighting, heating, cooling, ventilation, and any specialized control systems needed to maintain healthy and safe working conditions and meet instructional requirements.

The physical facilities for the Barbering program include classrooms, laboratories, and/or other specialized learning areas needed to meet instructional requirements.

The institution provides adequate and appropriate non-instructional facilities including offices, restrooms, storage areas, and any other specialized areas needed to meet Barbering program needs.

BARBERING

The facilities for the Barbering program are maintained regularly and operated effectively and cost efficiently.

The Barbering program faculty and advisory committee conduct an annual facility evaluation which contributes to the overall institutional facility review process.

BARBERING

ACADEMIC SKILLS
(Academic Requirements)

Standard Statement

Academic achievement standards are established for the Barbering program.

Explanatory Comment

Examples of academic skills include, but are not limited to, communication skills, reading comprehension skills, and computation skills.

Developmental studies assist students to improve skills such as language usage, reading, and computation prior to regular program admission.

Evaluative Criteria

The Barbering program utilizes academic achievement standards for admission that reflect skills necessary for successful participation in the instructional program.

The institution offers developmental studies to students who do not meet academic achievement standards for program admission.

The institution offers a required general core curriculum consisting of academic instruction.

Opportunities for academic remediation are provided to students while enrolled in Barbering program courses.

The Barbering program utilizes academic evaluation achievement standards that reflect skills necessary for successful performance on the job.

Where a state-approved evaluation has not been established, evaluation of essential academic skills is conducted according to standards developed by the local program faculty.

BARBERING

EMPLOYABILITY SKILLS
(Job Acquisition)

Standard Statement

Job acquisition competency areas are integrated into the curriculum of the Barbering program.

Explanatory Comment

Employability skills refer to the basic academic, interpersonal, reasoning, and problem solving skills that, when transferred to the occupational setting, facilitate job acquisition, retention, and advancement.

Job acquisition competency areas consist of essential employability skills that directly influence the ability to obtain employment.

Evaluative Criteria

The faculty of the Barbering program ensures that job acquisition competency areas are included in the curriculum.

Job acquisition competency areas include, but are not limited to, the following:
a) job search;
b) job application and resume preparation;
c) interviewing; and
d) job marketing.

The faculty of the Barbering program utilizes job follow-up data, current research, and the expertise of the program advisory committee to evaluate and update the delivery of program employability skills training.

The faculty of the Barbering program assists in providing student employment information to the job placement office.

The faculty of the Barbering program encourages and guides students in preparing occupationally appropriate job acquisition materials such as applications, resumes, letters of reference, work histories, course descriptions or outlines, transcripts, and other related information.

The media collection includes multi-media employability information appropriate for classroom and individual student use.

BARBERING

EMPLOYABILITY SKILLS
(Job Retention and Advancement)

Standard Statement

Job retention and advancement competency areas are integrated into the curriculum of the Barbering program.

Explanatory Comment

Employability skills refer to the basic academic, interpersonal, reasoning, and problem solving skills that, when transferred to the occupational setting, facilitate job acquisition, retention, and advancement.

Job retention and advancement competency areas consist of desirable job performance skills and attitudes that directly influence the ability to maintain employment or achieve an improved employment role.

Evaluative Criteria

The faculty of the Barbering program ensures that job retention and advancement competency areas are included in the curriculum.

The Barbering program curriculum stresses professional job performance required for maintaining and advancing in a job including, but not limited to, demonstration of:

a) knowledge of occupational and academic skills;
b) quality work standards;
c) productivity;
d) communication skills;
e) punctuality;
f) problem solving skills;
g) interpersonal skills;
h) confidentiality; and
i) knowledge of the career ladder.

BARBERING

The Barbering program curriculum stresses professional attitudes required for maintaining and advancing in a job including, but not limited to, demonstration of:

a) cooperativeness;
b) pleasantness;
c) responsibility;
d) self-control;
e) enthusiasm;
f) flexibility;
g) helpfulness;
h) loyalty; and
i) willingness to learn.

The Barbering program faculty utilizes job follow-up data, current research, and the expertise of the program advisory committee to evaluate and update the delivery of program employability skills training.

The Barbering program faculty assists in providing student employment information to the job placement office.

BARBERING

STAFF
(Faculty Qualifications and Responsibilities)

Standard Statement

Qualified faculty are responsible for carrying out the purpose, goals, and objectives of the Barbering program.

Explanatory Comment

Essential faculty qualifications and responsibilities are detailed in the Certification Manual and the program-specific standards established by the Georgia Board of Technical and Adult Education.

Evaluative Criteria

The qualifications for each Barbering program part-time or full-time faculty member meet the requirements specified in the Certification Manual of the Georgia Board of Technical and Adult Education, as appropriate, and the requirements of the designated accrediting agency(ies).

The responsibilities of each Barbering program part-time or full-time faculty member are in compliance with the requirements specified in the Georgia Board of Technical and Adult Education Policy Manual and are in conformance with the requirements of the designated accrediting agency(ies).

The faculty of the Barbering program use annual staff development opportunities to assure achievement of occupational and instructional competency.

The faculty of the Barbering program meets the licensure requirements of the Georgia State Board of Barbers.

BARBERING

ADVISORY COMMITTEE
(Function)

Standard Statement

A program advisory committee provides expert support for the Barbering program.

Explanatory Comment

A program advisory committee is established to promote interaction between the Barbering program and businesses and industries served by the program.

Faculty use the expertise of the advisory committee to improve program content and operation.

Evaluative Criteria

The Barbering program advisory committee assists with developing short-range and long-range plans.

The Barbering program advisory committee provides advice regarding curriculum content to ensure that courses relate to present and future employment needs.

The Barbering program advisory committee makes suggestions regarding the modification, addition, or deletion of course offerings.

The Barbering program advisory committee supports the program through public relations activities.

The Barbering program advisory committee makes recommendations regarding the design and use of physical facilities.

The Barbering program advisory committee makes recommendations regarding the selection and maintenance of equipment.

The Barbering program advisory committee assists in evaluation of program effectiveness, job development, job placement, program promotion, evaluation in relation to standards, program advocacy, and industrial support of the program.

The Barbering program advisory committee submits its recommendations regarding program related changes to the appropriate state-level technical committee for review on an annual basis.

BARBERING

The Barbering program faculty provides documented evidence that program advisory committee recommendations are considered and that specific action is taken on each recommendation.

BARBERING

ADVISORY COMMITTEE
(Membership)

Standard Statement

The membership of the Barbering program advisory committee is representative of the community and employment market served by the program.

Explanatory Comment

The Barbering program advisory committee is composed primarily of persons in the industry served by the program and includes persons within the community and employment market who positively impact the program.

Evaluative Criteria

The faculty of the Barbering program, in cooperation with the administration of the institution, selects the advisory committee.

The Barbering program advisory committee includes a cross-section of representatives from program-related businesses and industries.

The Barbering program advisory committee includes program-related business and industry representatives who have varying occupational positions.

The Barbering program advisory committee includes faculty as ex officio members.

The Barbering program advisory committee is composed of a minimum of five members.

The Barbering program advisory committee maintains a base of experienced members while acquiring new members.

The Barbering program advisory committee members are recognized for their dedication and effort to improve the quality of education.

BARBERING

ADVISORY COMMITTEE
(Meetings)

Standard Statement

Barbering program advisory committee meetings have a planned program of work.

Explanatory Comment

Regularly scheduled formal advisory committee meetings focus on planning, developing, implementing, and evaluating the Barbering programs.

Evaluative Criteria

The Barbering program advisory committee has an annual program of work on file.

The Barbering program advisory committee meets a minimum of two times annually on a scheduled basis.

The Barbering program advisory committee elects officers, including a chairperson and a secretary.

The Barbering program advisory committee follows an agenda which is distributed to members prior to each meeting.

The chairperson of the Barbering program advisory committee assists program faculty in developing the agenda for each meeting.

The Barbering program advisory committee maintains minutes indicating date, agenda, members present, and recommendations.

Minutes are distributed to each Barbering program advisory committee member prior to each meeting.

The Barbering program advisory committee maintains an open file of minutes and other necessary documents for a minimum of three years.

The Barbering program advisory committee members are invited to make periodic classroom visits to the institution.

The Barbering program advisory committee has a quorum present to conduct business.

BARBERING

SPECIAL NEEDS
(Commitment)

Standard Statement

The Barbering program is committed to providing technical education to special needs students.

Explanatory Comment

Special needs students are those who are academically and/or economically disadvantaged, are physically and/or mentally handicapped, or are national origin minority students with limited English language skills.

The special needs requirements of the Georgia Board of Technical and Adult Education meet or exceed all relevant local, state, and federal legislation.

Special needs legislation includes, but is not limited to, mandates for auxiliary aids to students, removal of architectural and equipment barriers, and non-restrictive career counseling.

Evaluative Criteria

Special needs policies and operational procedures that comply with current local, state, and federal special needs legislation are implemented in the Barbering program.

Students who are academically and/or economically disadvantaged are provided special services and assistance to enable them to succeed in the Barbering program.

Students who have physical and/or mental impairments are provided special services and assistance to enable them to succeed in the Barbering program.

Students who are national origin minority students with limited English language skills are provided special services and assistance to enable them to succeed in the Barbering program.

Barbering program faculty are prepared, through staff development education, to provide assistance for students with special needs.

All special needs personnel meet Georgia Board of Technical and Adult Education certification requirements.

BARBERING

Course objectives within the Barbering program are utilized as the basis for developing an Individualized Education Program (IEP) for each handicapped student under 21 years of age enrolled in the program.

Standard Number:
64-11-01

BARBERING

EQUITY
(Commitment)

Standard Statement

The Barbering program affords equal access and opportunities to all qualified students and staff.

Explanatory Comment

Equal access and equal opportunity refer to the prohibition of discrimination on the basis of race, color, national origin, religion, sex, age, or handicapping condition in educational programs, activities, and employment.

The equal access and equal opportunity requirements of the Georgia Board of Technical and Adult Education meet or exceed all relevant state and federal legislation.

Equal access and equal opportunity legislation includes, but is not limited to, mandates for: equitable admissions practices, counseling, employment, grievance procedures, and leave; nondiscriminatory recruitment and promotional materials; and public notification of nondiscrimination.

Evaluative Criteria

The nondiscrimination commitment of the Barbering program complies with current Georgia Board of Technical and Adult Education policy and state and federal law.

A written institutional policy that ensures equal access to all qualified students who can safely benefit from instructional services regardless of race, color, national origin, religion, sex, age, or handicapping condition is implemented in the Barbering program.

BARBERING

HEALTH AND SAFETY
(Commitment)

Standard Statement

The Barbering program provides a safe and healthy environment for students and staff.

Explanatory Comment

References for proper health and safety conditions, equipment, practices, and procedures are available in Georgia Board of Technical and Adult Education policy and local, state, and federal law. Emergency and disaster plans, accident reports, and fire drill procedures are outlined in information from the State Fire Marshall's Office, the Civil Defense Division, and the Georgia Department of Human Resources.

Health and safety facility and equipment provisions required by the Georgia Board of Technical and Adult Education meet or exceed appropriate local, state, and federal law.

Evaluative Criteria

The physical facility, furnishings, equipment, supplies, and practices of the Barbering program meet or exceed appropriate local, state, and federal health and safety standards.

Proper health and safety practices are developed, implemented, and integrated into the Barbering program.

The Georgia Board of Technical and Adult Education does not discriminate on the basis of age, sex, race, color, religion, national origin, or handicap in its educational programs, activities, or employment policies.